

Kentucky Department of Education - Course Standards

Course Standards

Course Code: 500111

Course Name: History and Appreciation of Visual and Performing Arts Survey

Grade Level: 6-8



Upon course completion students should be able to:

6th Grade	7th Grade	8th Grade
DA:Re.7.1.6	DA:Re.7.1.7	DA:Re.7.1.8
<p>a. Describe or demonstrate recurring patterns of movement and their relationships in dance.</p> <p>b. Explain how the elements of dance are used in a variety of dance genres, styles, or cultural movement practices. Use genre-specific dance terminology.</p>	<p>a. Compare, contrast, and discuss patterns of movement and their relationships in dance.</p> <p>b. Compare and contrast how the elements of dance are used in a variety of genres, styles, or cultural movement practices. Use genre-specific dance terminology.</p>	<p>a. Describe, demonstrate and discuss patterns of movement and their relationships in dance in context of artistic intent.</p> <p>b. Explain how the elements of dance are used in a variety of genres, styles, or cultural movement practices to communicate intent. Use genre-specific dance terminology.</p>
DA:Re8.1.6	DA:Re8.1.7	DA:Re8.1.8
<p>Explain how the artistic expression of a dance is achieved through the elements of dance, use of body, dance technique, dance structure, and context. Explain how these communicate the intent of the dance using genre specific dance terminology.</p>	<p>Compare the meaning of different dances. Explain how the artistic expression of each dance is achieved through the elements of dance, use of body, dance technique, and context. Use genre specific dance terminology.</p>	<p>Select a dance and explain how artistic expression is achieved through relationships among the elements of dance, use of body, dance technique and context. Cite evidence in the dance to support your interpretation using genre specific dance terminology.</p>
6	7	8
DA:Re9.1.6	DA:Re9.1.7	DA:Re9.1.8
<p>Discuss the characteristics and artistic intent of a dance from a genre, style, or cultural movement practice and develop artistic criteria to critique the dance using genre-specific dance terminology.</p>	<p>Compare artistic intent, content and context from dances to examine the characteristics of genre, style, or cultural movement practice. Based on the comparison, refine artistic criteria using genre-specific dance terminology.</p>	<p>Use artistic criteria to determine what makes an effective performance. Consider content, context, genre, style, or cultural movement practice to comprehend artistic expression. Use genre-specific dance terminology.</p>

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DA:Cn10.1.6	DA:Cn10.1.7	DA:Cn10.1.8
<p>a. Observe the movement characteristics or qualities observed in a specific dance genre. Describe differences and similarities about what was observed to one's attitudes and movement preferences.</p> <p>b. Conduct research using a variety of resources to find information about a social issue of great interest. Use the information to create a dance study that expresses a specific point of view on the topic. Discuss whether the experience of creating and sharing the dance reinforces personal views or offers new knowledge and perspectives.</p>	<p>a. Compare and contrast the movement characteristics or qualities found in a variety of dance genres. Discuss how the movement characteristics or qualities differ from one's own movement characteristics or qualities and how different perspectives are communicated.</p> <p>b. Research the historical development of a dance genre or style. Use knowledge gained from the research to create a dance study that evokes the essence of the style or genre. Share the study with peers as part of a lecture demonstration that tells the story of the historical journey of the chosen genre or style. Document the process of research and application.</p>	<p>a. Relate connections found between different dances and discuss the relevance of the connections to the development of one's personal perspectives.</p> <p>b. Investigate two contrasting topics using a variety of research methods. Identify and organize ideas to create representative movement phrases. Create a dance study exploring the contrasting ideas. Discuss how the research informed the choreographic process and deepens understanding of the topics.</p>
DA:Cn11.1.6	DA:Cn11.1.7	DA:Cn11.1.8
<p>Interpret and show how the movement and qualities of a dance communicate its cultural, historical, and/or community purpose or meaning.</p>	<p>Compare, contrast, and discuss dances performed by people in various localities or communities. Formulate possible reasons why similarities and differences developed in relation to the ideas and perspectives important to each social group.</p>	<p>Analyze and discuss, how dances from a variety of cultures, societies, historical periods, or communities reveal the ideas and perspectives of the people.</p>
MA:Re7.1.6	MA:Re7.1.7	MA:Re7.1.8
<p>a. Identify, describe, and analyze how message and meaning are created by components in media artworks.</p>	<p>a. Describe, compare, and analyze the qualities of and relationships between the components in media artworks.</p>	<p>a. Compare, contrast, and analyze the qualities of and relationships between the components and style in media artworks.</p>

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b. Identify, describe, and analyze how various forms, methods, and styles in media artworks manage audience experience.	b. Describe, compare, and analyze how various forms, methods, and styles in media artworks interact with personal preferences in influencing audience experience.	b. Compare, contrast, and analyze how various forms, methods, and styles in media artworks manage audience experience and create intention.
MA:Re8.1.6	MA:Re8.1.7	MA:Re8.1.8
Analyze the intent of a variety of media artworks, using given criteria.	Analyze the intent and meaning of a variety of media artworks, using self-developed criteria.	Analyze the intent and meanings of a variety of media artworks, focusing on intentions, forms, and various contexts.
MA:Re9.1.6	MA:Re9.1.7	MA:Re9.1.8
Determine and apply specific criteria to evaluate various media artworks and production processes, considering context and practicing constructive feedback.	Develop and apply criteria to evaluate various media artworks and production processes, considering context, and practicing constructive feedback.	Evaluate media art works and production processes with developed criteria, considering context and artistic goals.
MA:Cn10.1.6	MA:Cn10.1.7	MA:Cn10.1.8
<p>a. Access, evaluate, and use internal and external resources to create media artworks, such as knowledge, experiences, interests, and research.</p> <p>b. Explain and show how media artworks form new meanings, situations, and cultural experiences, such as historical events.</p>	<p>a. Access, evaluate and use internal and external resources to inform the creation of media artworks, such as experiences, interests, research, and exemplary works.</p> <p>b. Explain and show how media artworks form new meanings and knowledge, situations, and cultural experiences, such as learning, and new information.</p>	<p>a. Access, evaluate, and use internal and external resources to inform the creation of media artworks, such as cultural and societal knowledge, research, and exemplary works.</p> <p>b. Explain and demonstrate how media artworks expand meaning and knowledge, and create cultural experiences, such as local and global events.</p>
MA:Cn11.1.6	MA:Cn11.1.7	MA:Cn11.1.8
a. Research and show how media artworks and ideas relate to personal life, and social, community, and cultural situations, such as personal identity, history, and entertainment.	<p>a. Research and demonstrate how media artworks and ideas relate to various situations, purposes and values, such as community, vocations, and social media.</p> <p>b. Analyze and responsibly</p>	a. Demonstrate and explain how media artworks and ideas relate to various contexts, purposes, and values, such as democracy, environment, and connecting people and places.

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b. Analyze and interact appropriately with media arts tools and environments, considering fair use and copyright, ethics, and media literacy.	interact with media arts tools and environments, considering copyright, ethics, media literacy, and social media.	b. Analyze and responsibly interact with media arts tools, environments, legal, and technological contexts, considering ethics, media literacy, social media, and virtual worlds.
MU: Re7.1.6	MU: Re7.1.7	MU: Re7.1.8
Select or choose music to listen to and explain the connections to specific interests or experiences for a specific purpose.	Select or choose contrasting music to listen to and compare the connections to specific interests or experiences for a specific purpose.	Select programs of music (such as a CD mix or live performances) and demonstrate the connections to an interest or experience for a specific purpose.
MU: Re7.2.6	MU: Re7.2.7	MU: Re7.2.8
a. Describe how the elements of music and expressive qualities relate to the structure of the pieces. b. Identify the context of music from a variety of genres, cultures, and historical periods.	a. Classify and explain how the elements of music and expressive qualities relate to the structure of contrasting pieces. b. Identify and compare the context of music from a variety of genres, cultures, and historical periods.	a. Compare how the elements of music and expressive qualities relate to the structure within programs of music. b. Identify and compare the context of programs of music from a variety of genres, cultures, and historical periods.
MU: Re8.1.6	MU: Re8.1.7	MU: Re8.1.8
Describe a personal interpretation of how creators' and performers' application of the elements of music and expressive qualities, within genres and cultural and historical context, convey expressive intent.	Describe a personal interpretation of contrasting works and explain how creators' and performers' application of the elements of music and expressive qualities, within genres, cultures, and historical periods, convey expressive intent.	Support personal interpretation of contrasting programs of music and explain how creators' or performers' apply the elements of music and expressive qualities, within genres, cultures, and historical periods to convey expressive intent.
MU: Re9.1.6	MU: Re9.1.7	MU: Re9.1.8
Apply teacher-provided criteria to evaluate musical works or performances.	Select from teacher-provided criteria to evaluate musical works or performances.	Apply appropriate personally developed criteria to evaluate musical works or performances.

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MU: Cn10.1.6	MU: Cn10.1.7	MU: Cn10.1.8
Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
MU: Cn11.1.6	MU: Cn11.1.7	MU: Cn11.1.8
Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
TH:Re7.1.6	TH:Re7.1.7	TH:Re7.1.8
Describe and record personal reactions to artistic choices in a drama/theatre work.	Compare recorded personal and peer reactions to artistic choices in a drama/ theatre work.	Apply criteria to the evaluation of artistic choices in a drama/theatre work.
TH:Re8.1.6	TH:Re8.1.7	TH:Re8.1.8
<p>a. Explain how artists make choices based on personal experience in a drama/theatre work.</p> <p>b. Identify cultural perspectives that may influence the evaluation of a drama/theatre work.</p> <p>c. Identify personal aesthetics, preferences, and beliefs through participation in or observation of drama/ theatre work.</p>	<p>a. Identify the artistic choices made based on personal experience in a drama/theatre work.</p> <p>b. Describe how cultural perspectives can influence the evaluation of drama/theatre work.</p> <p>c. Interpret how the use of personal aesthetics, preferences, and beliefs can be used to discuss drama/theatre work.</p>	<p>a. Recognize and share artistic choices when participating in or observing a drama/theatre work.</p> <p>b. Analyze how cultural perspectives influence the evaluation of a drama/theatre work.</p> <p>c. Apply personal aesthetics, preferences, and beliefs to evaluate a drama/theatre work.</p>
TH:Re9.1.6	TH:Re9.1.7	TH:Re9.1.8
<p>a. Use supporting evidence and criteria to evaluate drama/theatre work.</p> <p>b. Apply the production elements used in a drama/theatre work to assess aesthetic choices.</p> <p>c. Identify a specific audience</p>	<p>a. Explain preferences, using supporting evidence and criteria to evaluate drama/theatre work.</p> <p>b. Consider the aesthetics of the production elements in a drama/theatre work.</p> <p>c. Identify how the intended</p>	<p>a. Respond to a drama/ theatre work using supporting evidence, personal aesthetics, and artistic criteria.</p> <p>b. Apply the production elements used in a drama/theatre work to assess aesthetic choices.</p>

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or purpose for a drama/theatre work.	purpose of a drama/theatre work appeals to a specific audience.	c. Assess the impact of a drama/theatre work on a specific audience.
TH:Cn10.1.6	TH:Cn10.1.7	TH:Cn10.1.8
Explain how the actions and motivations of characters in a drama/theatre work impact perspectives of a community or culture.	Incorporate multiple perspectives and diverse community ideas in a drama/theatre work.	Examine a community issue through multiple perspectives in a drama/theatre work.
TH:Cn11.1.6	TH:Cn11.1.7	TH:Cn11.1.8
Identify universal themes or common social issues and express them through a drama/theatre work.	Incorporate music, dance, art, and/or media to strengthen the meaning and conflict in a drama/theatre work with a particular cultural, global, or historic context.	Use different forms of drama/theatre work to examine contemporary social, cultural, or global issues.
VA:Re7.1.6	VA:Re7.1.7	VA:Re7.1.8
Identify and interpret works of art or design that reveal how people live around the world and what they value.	Explain how the method of display, the location, and the experience of an artwork influence how it is perceived and valued.	Explain how a person's aesthetic choices are influenced by culture and environment and impact the visual image that one conveys to others.
VA:Re7.2.6	VA:Re7.2.7	VA:Re7.2.8
Analyze ways that visual components and cultural associations suggested by images influence ideas, emotions, and actions.	Analyze multiple ways that images influence specific audiences.	Compare and contrast contexts and media in which viewers encounter images that influence ideas, emotions, and actions.
VA:Re8.1.6	VA:Re8.1.7	VA:Re8.1.8
Interpret art by distinguishing between relevant and non-relevant contextual information and analyzing subject matter, characteristics of form and structure, and use of media to identify ideas and mood conveyed.	Interpret art by analyzing artmaking approaches, the characteristics of form and structure, relevant contextual information, subject matter, and use of media to identify ideas and mood conveyed.	Interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, art-making approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed.

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VA:Re9.1.6	VA:Re9.1.7	VA:Re9.1.8
Develop and apply relevant criteria to evaluate a work of art.	Compare and explain the difference between an evaluation of an artwork based on personal criteria and an evaluation of an artwork based on a set of established criteria.	Create a convincing and logical argument to support an evaluation of art.
VA:Cn10.1.6	VA:Cn10.1.7	VA:Cn10.1.8
Generate a collection of ideas reflecting current interests and concerns that could be investigated in artmaking.	Individually or collaboratively create visual documentation of places and times in which people gather to make and experience art or design in the community.	Make art collaboratively to reflect on and reinforce positive aspects of group identity.
VA:Cn11.1.6	VA:Cn11.1.7	VA:Cn11.1.8
Analyze how art reflects changing times, traditions, resources, and cultural uses.	Analyze how response to art is influenced by understanding the time and place in which it was created, the available resources, and cultural uses.	Distinguish different ways art is used to represent, establish, reinforce, and reflect group identity.